Annual Report 2012

Eden Hills Primary School

Principal: Ms Gaye Glade-Wright
Region: Southern Adelaide
Eden Hills Primary School opened in 1916 and is located in the Mitcham Hills in a beautiful rural setting. We aim to develop inquiring, knowledgeable and caring young people through our teaching practices and articulated values. We offer the International Baccalaureate Middle and Primary Years Programs, in conjunction with the Australian Curriculum Framework. The school has high expectations and a positive sense of community with strong links between parents, staff and students. There is also a strong sense of cohesion among students with positive interactions between younger and older students contributing to caring relationships. We value and work to develop a respect of the worth and rights of others, the pursuit of self-worth and persistence, acceptance of difference and celebration of diversity, and success for each individual.

Our school priorities include Curriculum, in particular literacy and numeracy, embedding Information and communication technologies in our programs and ensuring that the International Baccalaureate provides a relevant and rigorous curriculum.

In 2012 Eden Hills Primary School once again celebrated many highlights as individuals, small groups, and as a whole school community. These were reported regularly in the school newsletter.

Our focus in 2012 was on improving our understandings of the relationship between the International Baccalaureate PYP and MYP programmes and the Australian Curriculum, developing and putting into practice a whole school Literacy Agreement that supports all learner. Information and communication technology became a major focus with the employment of a Coordinator to support staff and student engagement.

Eden Hills Primary School completed the year with 250 students. The school had a School Card population of around 12% and during 2012 we had 3 Aboriginal children and an increasing number of students with English as a Second Language (ESL).

Support for children with special needs continues to be a focus at Eden Hills. The children mainstreamed in classes throughout the school are an integral part of all school activities and assist other students to understand and support students with special needs. We appreciate the ongoing support that the community offers to these students.

The specialist subjects of Performing Arts, German/Japanese and Physical Education continue to provide excellent specializations for our students. The Arts program involves all students in hands on activities and encourages students to be creative and innovative. The Drama program remains strong with some classes also trialling a visual arts program which will be extended in 2013. The Arts focus at the school was also celebrated with the end of year performance at the Capri Theatre, participation in the Festival Choir, Carols by the Creek, performances Resthaven Nursing Home and included instrumental music performances at the Strawberry Fair, Assemblies and the Eden Hills Eisteddfod. This focus assists our students in building their confidence and skills in performance.

The Languages program involves all students in lessons to develop their skills in a second language. The learning of a second language is a skill that is most supportive to students as they go through school and later in life. German is offered from Reception to Year 7 and Japanese from Year 6.

Student voice is highly valued at the school and student leadership is a vital component of Community and Service through the IB program.

The Student Representative Council, led by Tom Sibly, Robyn Meyer, Jasmine Nutchey and Dan Elliott supported fundraising events for charities and our Foster Child and worked to improve our school through discussions, suggestions and action. The four leaders represented the school in Cluster Meetings and helped to organise events including the Cluster Disco for Year 6/7 students, Cluster Sports Day and Quiz Day. The school culture of support and encouragement continued to be enhanced by the work of the Helping Hands who take on a peer support and mediation role in the yard as well as providing activities for young children at lunch times. The beautiful environment is supported by the suggestions and hard work of the Green Team leaders and their team. The wellbeing of students and the smooth-running of the school is well-supported by the year 6 and 7 students in their leadership roles.

2012 Highlights

Community Achievements

The 2012 Strawberry Fair was one to be remembered. Again challenged by building constraints we still managed to raise a record amount of money $37,000, and have an enjoyable day! Thank you to Stephanie Falcinella and her team for the wonderful organisation. However the venture would not have been such a success without the hard work and willingness to support of the whole school community. Thank you!

The money raised will go towards a new front fence, ICT equipment including laptops and cricket nets.

Student achievements

This year students participated in a number of activities with varying degrees of success and with a positive “can do” attitude. These included

- Oliphant Science Awards
- NSW (ICAS) competitions
- Music programs
• SAPSASA including soccer, volleyball, basketball, netball, athletics, cross country (and individual participation in skiing and BMX)
• Selection of an animated film for Little Big Shots Film competition
• Student Leadership
• Year 5 Exhibition and Year 6/7 IB Challenge
• Participation in Premiers Be Active Challenge – one of the Top 20 schools in the state
• Participation in the Premiers Reading Challenge
• Continued high level of participation in Out of Hours Sport including soccer, netball, volleyball, basketball, T-ball, cricket and pedalprix
• Participation and success in SAPSASA
• Tournament of Minds
• Festival Choir
• End of Year Performance written and managed by the Year 7 students
• aquatics and swimming

**Intervention Programs**

Intervention programs have supported students across the school for a number of years. Individual and small group intervention has targeted identified students with extra support in literacy. This intervention has been further refined for 2013 as a result of data indicating that progress was not as great as was expected. Early intervention for Reception to year 2 students will use specific programs, be intensive and on a 1:1 or small group basis for students identified as at risk as a result of data collected at the end of 2012. Identified students in years 3-7 will have tailored differentiated programs provided by the class teacher and a supporting school services officer.

Fast for Word, a listening program designed to strengthen neural pathways was trialled by 20 students coming to school at 8am for 2 terms. The program had varying results, with some students making remarkable progress in their literacy development and some having little impact. Some parents and teachers did report improvements in listening skills and a more positive attitude towards themselves as learners.

We were fortunate enough to receive some National Partnerships funding to aid the development of strategies to support students on the autism spectrum in our mainstream setting. This has enabled us to take a number of initiatives including:

- establishing a parent network for families of students with ASD
- all staff participating in 15 hours of on-line and face to face training in working with students with ASD
- employing a special education teacher .4 and providing extra SSO support
- purchasing i-pads and laptops, special ICT programs and resources

Future initiatives include training in Functional Behavioural Analysis, using the services of an occupational therapist and developing a social skills program.

**Facilities**

July 2012 saw us move from the Office and library buildings into temporary accommodation in Rooms 9 and 10, leaving us without computer or German room and with space at a premium. Room 9 became the Offices of the Principal and Deputy and the Staff Room. Room 10 became the Office, SSO workroom and the sick room. Safety fences were erected throughout the site, with the netball court and “Rock Shop” area in the north-western corner of the school unavailable for play. With increasing numbers of students this became problematical. Measures taken to reduce the impact of the building included opening up the Sport Arts Centre at recess time as well as lunch-time and using the Old House at lunch-time. We have also instigated a zone of entitlement for enrolments with enrolment being restricted to students living in the Eden Hills, Blackwood, Bellevue Heights area.

The building was slow to begin, but is now well on the way with an expected completion date of August 2013. We were also fortunate enough to receive a $30000 grant for solar panels which have been installed on the roof of the Early Years Unit. Staff will receive a brief in-service training on using the data that we collect from these units as part of our sustainability education programs.

**Parents**

Special thanks must go to our supportive parents and friends across the school that have helped in so many ways including:

- Classroom support
- Learning support
- Vegie Gardens
- Parents and friends
- Uniform shop
- Coaching and managing sports
- Strawberry Fair and Bonfire Movie Night
- Working bees and celebrations
- Excursions
- Governing Council and Committees
- Lunch Order and Iceblock management

The parent committees, parents involved in sport and parents that support the daily curriculum add so much value to our school programs and are truly appreciated by the students and staff at Eden Hills.

A busy but very rewarding year!
Maximising Potential English:
Improve student learning outcomes in spelling, reading and writing through improved pedagogy and agreed whole school literacy plan.

Targets:
- Whole school literacy plan is developed with agreed actions
  The whole school literacy plan has been developed and agreed to, and is being actioned in 2013 including articulated interventions in a whole class, small group and individual program.
- Staff have demonstrated use of differentiated practice in planning, teaching and learning and formative and summative assessments
- Staff perception data indicates a growth in understanding of current best practice in intervention. Targeted students are receiving support All staff involved in data analysis and reflection to inform practice and future planning.
- Internal and external Data is interrogated in depth
  In 2012 several staff meetings were dedicated to analysis of the data from NAPLAN and school based assessments. The budget included $25000 to support extra intervention and staff professional development. Identified students have received intervention.
  Through the Performance Development process staff has provided evidence of differentiated practice highlighting 3 students of varying abilities. By week 5, 2013 teachers must have set targets for identified students, articulated strategies and provided this information to the line manager to be used as baseline information for future discussions. Intervention programs have been modified as a result of research and data interrogation.

NAPLAN

- 100% above like school mean in all aspects of literacy and numeracy

![NAPLAN Mean Scores 2012 Year 3](image)

![NAPLAN Mean Scores 2012 Year 5](image)
In hindsight the target was very ambitious and although we need to aim high, we also need to be realistic. Schools that are included in the same Index as Eden Hills include schools that are statistically similar. The data used includes parent occupation and level of education, percentage of Aboriginal students and those who come from families with languages other than English. In South Australia these include schools in the Mitcham Hills Cluster as well as Eastern suburbs and private schools. (see http://house.ksou.cn/topschool.php?type=3&sta=sa)
EHPS did not achieve the target in any area in the year 3 data. The year 3 data indicates that EHPS is above the region, but not the index in Grammar, Reading and Numeracy. The concerning data is that we are below the district in the data has been interrogated by R-3 teachers and areas of need identified. Spelling and writing. In 2012 we commenced professional development in the teaching of spelling with James Fergusson. The year 5 data is more positive with Spelling and writing marginally below index but well above the region. Our numeracy data is on a par with like schools and our grammar and reading scores are significantly above like schools. In year 7 our Grammar, spelling and writing are below index, numeracy is on a par and reading is above.
As a staff we have looked at the data around each of these areas and identified specific skills and understandings that need to be addressed. Spelling and writing appear in all year levels and will be a focus. We have developed a whole school spelling agreement and are concentrating on explicit phonics and spelling teaching.

Target: 90% of students achieving growth in the upper and middle bands in numeracy and reading.
The year 3-5 school growth data indicates that 76% of students were in the middle to high growth rate in reading and 65% in numeracy. The year 5-7 data indicates that 78% of students in reading and 83% in numeracy were in the middle to high growth bands. This information was supported by the school based data and as a result strategies have been identified to raise growth levels. These include:
- whole school literacy and spelling agreements
- three waves of intervention to ensure all students are identified and supported to reach their potential
- establishment of professional learning teams in 2013 to investigate research and interrogate practice and look at engagement to improve learning outcomes.
- targets and strategies to achieve those targets articulated for individual students
- teacher professional development to improve pedagogy particularly in developing understandings around the Big 6 in literacy and with Ann Baker making maths relevant and engaging
- interrogate data to determine trends and decide on appropriate actions
- in 2013 to specifically look at increasing EHPS student representation in the upper proficiency bands.(See below)

Currently we are over represented in the lower bands in spelling and writing.

**Student Proficiency Bands**

**Figure 1: Year 3 Proficiency Bands by Aspect**

**Figure 2: Year 5 Proficiency Bands by Aspect**

**Figure 3: Year 7 Proficiency Bands by Aspect**
Information and Communication Technologies

Develop Staff Capacity to use ICTs for a variety of purposes
Develop student capacity to access global information and ability to communicate

Targets:

**All classes to have a blog**
Intranet - set up (external access) - achieved
School Website (new development on-line) - achieved
Staff Communication – electronic daybook - achieved
Student log-ins – email – achieved (Global Communication – E-Buddy) - ongoing
Up to date software – operating systems and server - achieved

The employment of an ICT coordinator and an enthusiastic and willing staff has resulted in all targets being met beyond expectation. Global communication is an ongoing target with students moving towards making contact with other IB schools around the world to support their learning.

Communication between home and school has been improved with the development of class blogs and the use of email. This helps support split families and ensures information reaches all stakeholders.

Even though the computer room no longer exists, each classroom has an interactive whiteboard and a minimum of 6 computers. Mobile technology includes trolleys with laptops, e-books and i-pads in classrooms.

In 2013 targets include getting reliable internet access to the Old House and the Sport Arts Centre, trialing the use of e-portfolios, developing weebly’s for staff discussions, 75% paper free communication including on-line newsletters.

The possibilities are endless and the enthusiasm and willingness to learn, by all staff is very exciting for both students and staff.

**International Baccalaureate**

Proposed outcomes for 2012 were:
Improved understanding of IB philosophy and practice,

Targets:
Units of Inquiry mapped
MYP review process continued in preparation for 2013 evaluation
PYP Authorisation recommendations put in Action Plan
Staff have demonstrated use of differentiation in planning, formative and summative assessment as per recommendation from authorisation report.

2012 data for levels of achievement for MYP compared from mid-year and end of year reports

The Middle Years teachers have critically examined policies and curriculum in collaboration with the other members of the Mitcham Hills College. Timelines were established to ensure comprehensive reviews of units, policies and MHC agreements. A website was established to allow sharing of units between the schools within the College, regular meetings were held and documentation provides evidence of a collaborative approach to IB MYP teaching and learning. All subject areas in MYP are planned using the planner.

Units of inquiry were mapped against the Australian Curriculum. Evidence of understanding of concept driven curriculum were demonstrated in units of inquiry, 90% of units of inquiry have been completed and collaborative planning and review were an integral part of ongoing development of the IB program. Mid year and end of year data for MYP was not explicitly compared across the classes.

Differentiation has been demonstrated through classroom practice and performance development discussions.

In 2013 the MYP evaluation will occur as part of the Mitcham Hills College.

Planning of units in PYP and MYP will refer to the Australian Curriculum and explicitly reference literacy and numeracy content.

**Attendance**

Attendance targets for South Australia are 93%. At Eden Hills Primary School we are consistently above this. Attendance data at EHPS is skewed by the number of families who take holidays during term time. In 2013 we aim to target individual students who consistently miss school with parents contacted after 5 days absence within any one term.

Currently attendance is monitored by daily notifications to the office, weekly data entry and reports that highlight students who have missed more than 10 days. Parents are required to phone in or text if a child is away/late with a reason. The SMS messaging system is used where there has been no contact made by the family.

Our attendance is consistently above 93% but this still means a considerable number of absences. Parents are contacted if there is concern about attendance, followed by the attendance officer and/or social worker if follow-up is required. Large numbers of our families take holidays outside of school holiday time, and many travel overseas.

These prolonged and spasmodic absences make it difficult for the class teacher to ensure that students do not miss out on new concepts which have been introduced whilst they are away.

Although the learning that occurs when travelling is wonderful we ask that parents consider carefully the best times to take their children out of school.

The number of late arrivals has continued to be a concern, with traffic and parking difficulties exacerbating the issue.
### Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Reception</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.0</td>
</tr>
</tbody>
</table>

### Client Opinion

#### Parent Opinion

![Parent Opinion Chart]

- Quality
- Support
- Relationships
- Leadership
Parent Survey: This survey indicates that parent satisfaction remains reasonably constant. We continue to be near the 75th percentile in parent satisfaction, relationships and leadership there has been a reduction (black diamonds=2012) in satisfaction in quality and support (White dots – 2011). Three of the 9 questions in regards to quality teaching and learning scored in the top 10 % in the state, with no responses being below state average. The 29 respondents to the survey provided accompanying comments which indicated satisfaction with individual class programs, but some respondents were concerned that the small school “feel” was being eroded. The Education Committee further analysed the data closely. (See attached report)

Staff Survey: Nine staff responded. The responses were positive in each of the areas of quality, support, relationships and leadership. There was a strong positive sense about continuous improvement, what we are doing and where we are heading. 18 of the 49 responses were above state average with none being below.

Student survey: Eighty students responded to the survey from Year 4-7. The outcome was extremely positive with responses resulting in the majority of areas in the 75th percentile. The most pleasing aspect was that 38 of the 47 statements requiring responses in the survey were 10% or higher than the corresponding total for the state. There were no responses that were below state average, signifying a strong satisfaction by the majority of students with quality, support, relationships and leadership, with particular emphasis on their feelings of having some control.

Accountability

National Partnerships

We were fortunate enough to receive National Partnerships funding of $45,000 in 2012 to aid the development of strategies to support students on the autism spectrum in our mainstream setting. This has enabled us to take a number of initiatives including:
- establishing a parent network for families of students with ASD
- all staff participating in 15 hours of on-line and face to face training in working with students with ASD
- employing a special education teacher .4 and providing extra SSO support
- investigating programs to support and engage ASD learners
- purchasing i-pads and laptops, special ICT programs and resources

Future initiatives planned include training in Functional Behavioural Analysis, using the services of an occupational therapist and developing a social skills program. We will be working with Birdwood Primary and High Schools in 2013 in a Buddy arrangement, with further funding of $95,000 available.

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>25</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff
## Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>15</td>
</tr>
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</table>

## Financial Statement

### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>183,404</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>187,420</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>111969</td>
</tr>
<tr>
<td>4 Other</td>
<td>45000</td>
</tr>
</tbody>
</table>

The Profit and Loss Statement and the Balance Sheet for 2013 are tabled.

## Report from Governing Council

**Eden Hills Primary School AGM 20th February 2013**  
**Governing Council 2012 Annual Report**

We come to the end of another busy year for the school and the governing council. We have welcomed some new faces on the council this year and we say goodbye to a few members who had offered their time and commitment for some years and so a special thank you goes out to them.

### Governing Council Role

Governing Council is an important opportunity to discuss the business of running the school. A number of meetings focused on this topic with valuable discussion about;

- The function of Governing Council and its members
- Communication with the wider community
- Governing Council guidelines and constitution

The Governing Council (GC) received some valuable training from the state’s governing council body, SAASSO. It was also decided that the Chairperson of the GC would provide a short description of council business once a term (or on an as needs basis), keeping the wider community in touch with the major issues discussed in council. This is now a feature in the school newsletter.

### Student Representative Council

The GC welcomed 2 new SRC Chairpersons, Jasmin Nutchey and Robyn Meyer. We heard from them about issues that the larger student group had been addressing including;

- Sticking to the school uniform policy of the school
- Discussions about what Strawberry Fair funds could be spent on
- The end of year concert

The SRC were successful in arranging a number of fundraising events, including a jelly baby day for Diabetes SA. Again SRC were regular attenders of the Mitcham hills school cluster group.

### Enrolment stress
This is a sensitive issue, but one that it was important to discuss as a group given the popularity of the school but the limited space and grounds available at Eden Hills. This has been a heightened issue with the ongoing building works at the school. Discussion ensued regarding the management of numbers with the provision of a ‘zone of priority’.

Whilst it was noted that legally people have to the right for their children to attend a primary school of choice it was agreed to temporarily develop a ‘zone of entitlement’ for those living in the Eden Hills, Blackwood and Bellevue Heights suburbs only for the next 12 months due to enrolment pressure and the building program. This would then be reviewed after this time.

Student Support Worker.

GC continued to develop a vision of this role and how it would support the staff and children at the school. A working group was formed and met and discussed this with the recommendation that Centacare be the funding recipient for the grant. GC endorsed this proposal and Anthony was appointed to this role, alongside also working at Unley Primary School. It is a role that continues to develop but early feedback has been positive about the addition to the school.

Building / School grounds

Clearly the building work at the school has continued and discussion has centred on the value that this will bring with the addition of the admin building and the new resource centre, but we have also discussed that it is not without struggles and we have reflected on the reduced space, noise and limitations in the short to medium term, keeping our sights set on what the additional resources will bring to the school for years to come.

There was also more discussion about safe driving around the school and suggestions for more messages to be sent to the school community about keeping this in mind. The closure of the rail line also places added temporary stress on the area with the addition of buses and further parking restrictions.

Naplan / Site Improvement Plan

Part of the responsibility of the GC is to monitor and provide input into the site improvement plan. GC received a copy of NAPLAN school summary report and heard how school staff have been participating in professional development based on areas of identified need within the school. The GC will continue to look at NAPLAN results, alongside other forms of feedback as one guide to the functioning of students and the school as a whole.

Grants

One of the roles of GC is to consider the value of the application of grants to further enhance the school. One of these grants was for additional solar panels, which have been installed with indication that a big difference to ongoing electricity bills is already noticed. This is obviously in addition to the environmental contribution. We are told that the children will be able to monitor the solar collection and usage, which is another great way to encourage us all to become more aware of these issues.

In addition, the school received funding for supporting Children diagnosed with Autism. As a result the school employed a Special Education Teacher and further planning for Technology and other resources to support learning is underway.

Policies

GC maintains a role in overseeing policies and procedures discussed and reviewed in school sub committees. Some that have been discussed this year have included;

- The Bushfire Action Plan for the school
- Student Behaviour Management Policy

In addition to these policy reviews GC contributed to the development of a family charter to inform new families about the vision and hopes of the school.

It was another busy year with energetic and passionate discussion. Thank you to all the council members for their hard work and support over the past year.

Tom Sheppard – 2012 Chairperson EHPS Governing Council
DATE: 20 February 2012

Finance Committee

The 2012 Finance Committee comprised Gaye Glade-Wright, Julie Porteous, Connie Sarris, Conny Meyer, Steve Kelly and Brenton Miegel (chair). Meetings were held twice a term, and each member offered enthusiasm and significant input. Gaye and Julie have spent significant time monitoring ongoing finances and also preparing the 2013 budget. My thanks to everyone for their input, support and encouragement throughout 2012. I would also like to publicly acknowledge, and thank, Raelene Needham for her tremendous efforts in preparing financial reports.

OSHC

OSHC maintains its status as an ‘independent’ entity in the schools accounting and finance structure. A comfortable surplus of approximately $16,000 was recorded for 2012, reflecting excellent revenue and controlled expenditure. There will be more detail about this in the OSHC Report, however the Finance Committee wishes to thank Dianne Gloyn and her management committee for their diligence and efforts throughout 2012.

2012 Finances

EHPS has finished the 2012 year with a surplus both in terms of being ahead of budget and a cash surplus (as we did in 2011). Finance Committee would like to again thank Gaye, Julie and their team for maintaining a sound financial position. In budgeting for a significant shortfall (approx $115,000) for 2012, we did not anticipate that we would receive $10,000 (approx) more in Resource entitlements and that Grants, etc would be in excess of $55,000. Strawberry Fair revenue also exceeded all expectations with a profit of just over $37,000. Overall income exceeded budget by $110,000 and expenditure finished the year $6,000 below budget.

A summary of the current position is outlined below:

<table>
<thead>
<tr>
<th>Cash balance (31 December)</th>
<th>$256,148</th>
</tr>
</thead>
<tbody>
<tr>
<td>YTD Income</td>
<td>$2,277,481</td>
</tr>
<tr>
<td>YTD Expenditure</td>
<td>$2,276,080</td>
</tr>
<tr>
<td>YTD Cash Surplus</td>
<td>$1,401</td>
</tr>
<tr>
<td>YTD Ahead of Budget</td>
<td>$65,070</td>
</tr>
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Budget 2013

Gaye and Julie have again worked diligently and thoroughly to prepare and present the 2012 budget to the Finance Committee. This budget was then presented to the Governing Council on 13 February 2013 and approved. In framing the 2013 budget Gaye and Julie advised that they take into account school/student needs, DECS requirements, staff requests, and the expenditure (in particular) is framed around this. Income (Resource Entitlement) is based on student numbers (for staffing costs, utilities, etc). Cost savings (particularly for utilities) are constantly being investigated and/or implemented. The Projected deficit for 2013 is approximately $80,000. Additional staffing costs of approx $40,000 account for 50% of the deficit and $15,000 has been allowed for a new front fence and $25,000 for computers (the latter two items are Strawberry Fair ‘items’). We again anticipate some ‘recouping’ of funds to cover some of these expenses, but are uncertain as to how much and when. A deficit position is not sustainable in the long-term. We continue to repay the SAC loans, and maintain a modest level of funds in the bank.
The following offers a summary of the 2013 budget for EHPS:

<table>
<thead>
<tr>
<th>Budgeted Income for 2013</th>
<th></th>
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<tbody>
<tr>
<td>DECS Funding</td>
<td>$2,162,745</td>
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<tr>
<td>Excursion and M &amp; S Charges</td>
<td>$ 83,790</td>
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<tr>
<td>Fund Raising</td>
<td>$      5,500</td>
</tr>
<tr>
<td>&quot;other&quot; Revenue</td>
<td>$     19,915</td>
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<tr>
<td></td>
<td><strong>$2,271,950</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Budgeted Expenses for 2013</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$1,898,403</td>
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<tr>
<td>Learning Plans</td>
<td>$ 128,008</td>
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<tr>
<td>Curriculum Maintenance</td>
<td>$ 100,373</td>
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<td>Administration</td>
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<td>Site Funded Works</td>
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<td>Facilities</td>
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<td>Utilities/Maintenance</td>
<td>$  55,268</td>
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<tr>
<td>&quot;other&quot; Expenditure</td>
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</tr>
<tr>
<td></td>
<td><strong>$2,352,572</strong></td>
</tr>
</tbody>
</table>

| Budgeted Shortfall | $  80,622 |

After allowing for approximately $96,000 of ‘commitments’ (including playground equipment, reserving, swimming equipment fund, netball court resurfacing) the 2013 year will start with **$159,513** in the bank. This is anticipated to fall to **$78,891** with the budgeted shortfall. We like to look to maintain a ‘cash buffer’ of around $100,000 (or one staff salary, and extras). As has been the case in past, there will be anomalies that occur with income and expenditure throughout the year that are likely to alter these figures. It is the committee’s intention to maintain a good level of funds in the bank, but ensure that the education of our children is not affected as part of that process.

**Conclusion**

This is not the first time that EHPS has budgeted for a shortfall. The financial position will be closely monitored throughout the year, with Governing Council taking a keen interest to ensure that we do not exceed any shortfall. As a committee we would welcome any new members who would like to join us and offer their insight and wisdom. Meetings are neither onerous nor long, and your input would be valued and welcomed.

**Brenton Miegel**
Chair
EHPS Finance Committee
Sports Sub-Committee Report for 2012

Committee Members
Angela Hills, Bronnie James, Colin Nankivell , Gaye Glade-Wright, John Goodfellow, Kane Li, Nat Elliott, Rae Tyler, and Steve Kelly.

Sport is not only important for children’s health. It also enhances learning achievement, resilience and motor development. Children who participate in sports from a young age are more likely to go on doing so when they are older.

At Eden Hills Primary School the sports committee members and helpers go all out to provide the children with a large range of choices and opportunities to play in a school sport. This year saw Come and Try Basketball and Soccer options formally offered to reception, year one and twos on the green forms.

The sport participation rate in 2012 was 50.2%, 1.8% down from the previous year, but that percentage does not take into account the ‘Come and Try’ sports. If ‘Come and Try’ was counted, the participation rate would probably jump to 60-70%! The committee believes that this drop in participation has more to do with the demographic of the school being more skewed to the younger age groups where there are fewer options, in conjunction with lower participation rates in those lower years. In 2013 the committee will look into counting participation in ‘Come and Try’ sports to get a more accurate idea of students being active in a school sport.

The Sports Committee in 2012
- Developed a School After School Sport Hot Weather Policy
- Developed a School SAPSASA Selection Policy
- Delivered School Sport and SAPSASA Tops (All the kids were very excited)
- Moved all After School Sporting equipment and the Pedal Prix carts from the crammed small green shed to the large high jump mat shed which is located near the rear of the SAC.
- Discovered and moved a treasure trove of sporting equipment from the old unused school toilets.
- Held a Sport Assembly with inspirational guest speakers from Port Power, the Olympic Soccer Girls Team and also from our very own John Goodfellow.

Sport Highlights in 2012
- The Yr 7 Boys Basketball team won the Lightning Carnival and were the best team in the district.
- The Senior Kanga Cricket team progressed so well this year they have moved up to C grade.
- The 2012 Netta season consisted of 10 new players and 2 new coaches. The ‘Ladybirds’ had an exciting first season and much was learned by players and coaches. It was a great first season with great sportsmanship and support from parents.
- Pedal Prix as always was an exciting successful event.
- The Eden Hills Rovers SAPSASA soccer team got into the semi-finals - from 2-nil down at half time, clawed back to be 2-2 at fulltime, only to get pipped in the last couple of minutes of extra time by the eventual winners - A great effort!
- Interest in T-Ball has remained strong with 34 participants from Reception to Year 5 competing in Red, Silver and Gold divisions with the Gold team being a formidable force. Improvement across the board was evident as was the enjoyment.
- The Yr 7 SAPSASA Volleyball DIV 1 Team came 2nd in the state.
- The Volleybears team won the Unley Winter Volleyball 2012 Grand Final.
2012 Sport Participation Statistics (Excludes ‘Come and Try’)
EDUCATION AND PLANNING COMMITTEE
AGM REPORT – 2012

Parent Representatives  Melissa Miegel, Terry Goessling, Vicky Hobba, Jane Backhouse
                      Phil Goldman,

Staff Representatives  Julie Porteous

Achievements

• Analysis of the 2012 Parent Opinion Survey
  Members were given a summary of the Parent Opinion Survey conducted during the 2012 school year.
  Overall response noted with 29 families targeted participating in the survey, which was done online. This is a
  considerably lower number than in previous years. The Committee discussed a number of ways in which we
  can encourage targeted families, as well as others who are able to participate if they wish, to complete the
  survey. Using some of these strategies, we hope to have a greater response rate in 2013.
  Parents were asked to respond to a set of statements in 5 areas; Quality of Teaching and Learning, Support of
  Learning, Relationships and Communication and Leadership and Decision Making. The vast majority of
  responses in all areas was positive and sat in the Agree or Strongly Agree columns. Parents were also able to
  provide written comments in all areas.
  Discussion by the Committee included what some of the data might be telling us e.g.
  - A large percentage of ‘disagree’ or ‘neutral’ responses can often mean that respondents just don’t know
    enough to be able to respond confidently
  The Committee also discussed what priorities might be in 2013 to support parent understanding of things at
  school such as learning programs, assessment and reporting, student progress, communication (whole school
  level, class, parent-teacher etc) and family participation within the school, as these things were highlighted
  by parents in the general comments section of the survey.

• Student Behaviour Management Policy Review
  A review of the Student Behaviour Management Policy was overdue and so was completed in 2012, after
  consultation with staff, students and parents.
  The Student Behaviour Management Policy supports the Anti-Bullying Policy, which will again be reviewed in
  2013.
  A final draft of the Behaviour Management Policy was ratified by Governing Council at the final meeting for
  2012. It will now be placed on the school website for easy access by all community members.

• Site Improvement Plan 2012
  The school’s priorities for 2012, as outlined in a Site Improvement Plan were looked at and discussed by the
  Committee.
  A Whole School Literacy Plan, as outlined as a target for 2012, was completed and is now ready for use by all
  staff in 2013.

• Site Improvement Plan 2013
  Initial work on the 2013 S.I.P. was discussed. A DECD mandated inclusion is Attendance and there is also a new
  Literacy and Numeracy Strategy that may impact on included priorities.

Considerations for 2013

• Review of 2013 Parent opinion Survey
• Parent Information Sessions
• Review of the EHPS Anti-Bullying Policy in conjunction with staff, students and parents
• Review of the Homework Policy in consultation with all members of the school community
• Completion of the Grievance Procedures begun in 2011

Julie Porteous, on behalf of the Education and Planning Committee
Strawberry Fair Report – 2012

Strawberry Fair 2012 was yet again another successful event. Apart from a record amount of money raised, our Committee managed to put together another unique event.

The year began with a lack of volunteers which made getting started very difficult. There was a lot of pressure on the few existing members to go out and search for helpers. With a lot of help and persistence of a great team we managed to fill all positions of the committee.

**Committee Members**

Chairpersons: Stephanie Falcinella and Debbie Beck  
Secretary: Anne Sibley  
Finance: Kimberlee Reed and Nicki Patterson  
Raffle/Auction: Kimberlee Reed and Sally Uren  
Food Stalls: Rachel Crowley  
School Stalls: Amanda Evans  
Outside Stalls: Bridget Partridge and Jo Jacobs  
Marketing: Sussanah Sweeney, Penny Griggs, Cath Danz  
Entertainment: Amanda Kelly and Emma Barson  
Logistics: Nat Elliott  
Security: Bridget Partridge  
School Reps: Gaye Glade-Wright, Melinda-Jane Hartmann and Annette Condous

**Highlights for 2012**

**Raffle/Auction**

In 2012 we decided to set up a separate tent for our Auction/Raffle team. This proved to be very successful. It allowed people to walk through and see all the items on offer. The addition of a clock in the auction tent also prevented any confusion for the start of the auction (and close of the silent auction).

**Logistics**

Once again we were challenged with even more construction work. From the last Fair we were able to take into account feedback from stall holders regarding positions and signage. This proved very helpful in allocating sites for each stall. As in 2010, the Fair had a very intimate feel but not at all cluttered. Walking around, everything looked well placed and spacious. We made good use of all areas.

**Outside Stalls**

This year we sourced a different bouncy castle operator. They were very professional and reliable. We set up a ticketing system which proved to be very rewarding.

**Food Stalls**

2012 saw the introduction of the “World Food Tent”. This was made up of French, Iranian and Southern Indian food, strawberries & cream and strawberry jam. With the introduction of two new food styles to the Fair there was some concern about quantities and styles of food. It was very successful. This is an area where we can keep experimenting, especially as our school becomes more multi-cultural.  

In closing, I would like to thank all the staff and families at Eden Hills Primary School for their support and enthusiasm throughout the year. It is a major event for our school and something that we are very proud to own. Eden Hills Primary School Strawberry Fair is an iconic event that has an award winning reputation! Be proud of what you do …. no other school does it as well as us!!!

**Stephanie Falcinella**

Co-Chairperson, Strawberry Fair 2012  
18/2/2013
It is quite extraordinary to think that a year has passed since the last AGM. It has flown past and when I start to recall all the ‘goings on’ at OSHC over this time I realise why it has gone so fast!

Our average number of children using OSHC is now almost double what it was when I started at the beginning of 2011 and is still slowing increasing – although only on the days when we have spaces!
For example our afternoon bookings for this week are,
Monday – 34
Tuesday – 35
Wednesday – 33
Thursday – 40 (completely full, with two children on the waiting list)
Friday – 25

We are licensed for 40 places in the afternoon, so I think I can confidently say that OSHC is being well used by the families at Eden Hills Primary School!

Over the last year we have been involved in some fabulous activities both in OSHC and Vacation Care.

During the school term, through the Active After-School Communities sports initiative funded by the Federal Government, we have tried and enjoyed – volleyball, baseball, soccer, tia-chi, athletics, netball, badminton and hip-hop. Each Tuesday and Thursday for 7 weeks a term from 4-5pm we have a coach come to us and teach as a new sport. It is a chance to experience something new, learn some new skills and have lots of fun.
We have also painted, constructed, done some homework, imagined, read, laughed, communicated, made new friends, ran, jumped, climbed, skated, relaxed, solved and a million or so other fantastic things!

In the school holidays, during Vacation Care, we have visited a wide variety of amazing places. Places such as – The South Australian Maritime Museum, The South Australian Museum (backyard, roman, in the sea exhibitions), The Festival Centre Little Big Shots children’s film festival, Sunrise Children’s centre dance performance, Me and My Shadow), Marion Leisure Centre Gym, Urumbirra Wildlife park, The big rocking horse, Metropolitan Fire Station, Blackwood Fitness Centre, Blackwood Rec Centre, The Adventure Playground at Belair National Park, The Jetfighter Museum At Parafield Airport, The Planetarium, Charlottes Web Craft, The LEGO shop, Gorge Wildlife Park, The Star Theatre to see ‘Aladdin and the Magic Lamp’ … to name a few!
On our ‘at home days’ we have had interesting people come to us, such as – Rory (who teaches soccer, handball and cartooning), Mobile Science (just amazing!), Animals Anonymous with a collection of native Australian animals, Don’s demo dogs, Dwayne Nelson from the original Adelaide 36’s for basketball clinics and Circus Elements. We also organise our own activities for ‘at home days’, for example – tie dying, t-shirt decoration, cooking, arcade game machines, games days, bag making, chocolate making and Christmas craft.

I think that our OSHC is a place that children want to come to. I believe this is not just because we do so many interesting activities but also because the staff care about your children and your families. I believe that children want to come to OSHC because they feel welcome, safe and valued (as well as having heaps of fun and eating great food!).
I feel very proud of our OSHC service and would like to thank my staff for being fabulous. I would also like to thank the OSHC committee and Governing Council who are always supportive of us and show that they value the service we provide to the school community. I would also like to thank the school staff who support and value us.

Thank you
Dianne Gloyn
Director